

ACRE Accountability and Curriculum Revision Effort
in Response to *A Framework For Change*

PUBLIC SCHOOLS OF NORTH CAROLINA | State Board of Education | Department of Public Instruction

Webinar:
**A Next Generation
Accountability Model**
March 17, 2010

Goal: Institute an accountability model that improves student achievement, increases graduation rates and closes achievement gaps.

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Near Term Dates and Process

March 10 - Joint Legislative Education Oversight Committee

March 17 - Webinars

↓

March 25 - Superintendent's Quarterly Meeting

March 31 - State Board Issues Session

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Formal Feedback this Spring and Summer

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Today's Webinar Agenda

- ~10 minutes ♦ Overview
- ~30 minutes ♦ Key Focusing Questions
- ~20 minutes ♦ Q & A

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Goal: Institute an accountability model that improves student achievement, increases graduation rates and closes achievement gaps.

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Background and Progress

- SBE's Blue Ribbon Commission on Testing and Accountability (Jan 2008)
- SBE's *Framework for Change* (June 2008)
- ACRE - Accountability and Curriculum Reform Effort (Kick-off Oct 2008)

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Goal: Institute an accountability model that improves student achievement, increases graduation rates and closes achievement gaps.

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Goal: Institute an accountability model that...

- **improves student achievement**
- **increases graduation rates**
- **closes achievement gaps**

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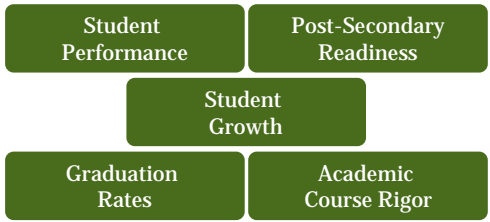
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Indicators	Uses	Levels
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px;">Student Performance</div> <div style="border: 1px solid black; padding: 2px;">Post-Secondary Readiness</div> </div> <div style="text-align: center; margin: 5px 0;"> <div style="border: 1px solid black; padding: 2px;">Student Growth</div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px;">Graduation Rates</div> <div style="border: 1px solid black; padding: 2px;">Academic Course Rigor</div> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Report</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Reward and Sanction</div> <div style="border: 1px solid black; padding: 5px;">Target Assistance</div>	<div style="background-color: #0070C0; color: white; padding: 5px; margin-bottom: 5px;">Student</div> <div style="background-color: #0070C0; color: white; padding: 5px; margin-bottom: 5px;">Classroom</div> <div style="background-color: #0070C0; color: white; padding: 5px; margin-bottom: 5px;">School</div> <div style="background-color: #0070C0; color: white; padding: 5px; margin-bottom: 5px;">LEA</div> <div style="background-color: #0070C0; color: white; padding: 5px;">State</div>

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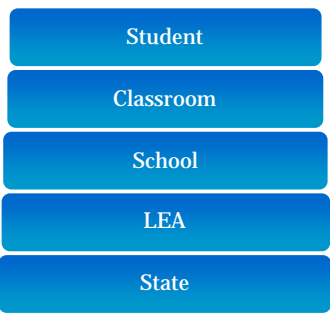
Indicators



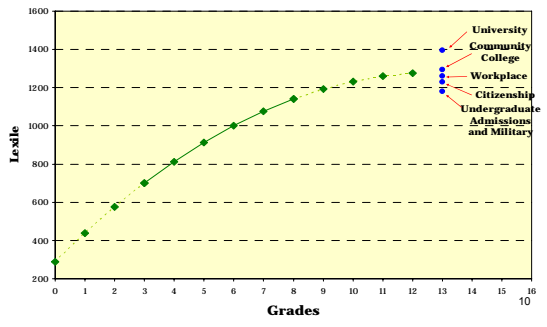
Proposed Uses (of indicators)



Levels at which indicators might be used



Extrapolated Growth Curve for Reading with Median Postsecondary Text Measures



SBE Accountability Working Issues Session Planned

March 31, 2010

- Build Consensus on Model
- Discuss Potential Legislative Issues Regarding New Accountability Model
- Revise Calendar
- Plan Additional Stakeholder Feedback

Synopsis: What's Different?

- Inclusion of LEA Accountability
- Robust Growth Measures
- Inclusion of Post-Secondary Readiness Measure
- Increased Academic Course Rigor (Future-Ready Core)
- Graduation Rate instead of Dropout
- Revised Reporting

Key Questions

Question 1: How will we weight the indicators within the model?

School High School

Shown are some possible weighting scenarios we have considered. We'd like both performance index and growth index to have the same weighting. These are preliminary numbers, not final recommendations.

Indicator	Ex 1	Ex 2	Ex 3	Ex 4	Avg	?
Student Achievement: The School Performance Composite	50	70	50	10	45	
Post-Secondary Readiness as measured by the ACT (or other national indicators)	20	20	20	40	25	
Future-Ready Core Participation (a measure of the rigor of courses that students take based on Algebra II completion and proficiency)	10	5	5	10	7.5	
5-year cohort Graduation Rate	20	5	25	40	22.5	

Total Performance Index Points = 100

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Question 2: How will we update the school classification system?

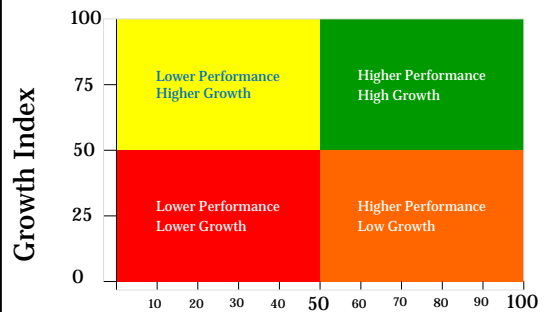
First Classification Example (Similar Format; Fewer Categories)

Performance Index	Growth Index	
	Making Expected or High Growth	Making Less than Expected Growth
90% - 100%	School of Excellence	No Recognition
80% - 89%	School of Distinction	
60% - 79%	School of Progress	
Less than 60%	Low-Performing School*	

*Will require statutory change
 Categories Not Finalized

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Second Classification Example (Four-Quadrant)



Scales not finalized.
 0 to 100 for simplicity's sake

Draft: For discussion purposes only – March 17, 2010

Question 3:
What data should be reported but not included in high-stakes Accountability?

Examples

- Advanced Placement (# and % of participants and scores)
- International Baccalaureate (# and % of participants and scores)
- Credentialing Programs (# and % credentials)
- Online Courses Taken (# and %)
- Higher-Levels Foreign Language Courses Taken (# and %)
- Concentrations (# and %)
- Attendance of teachers and students
- Local Options
- *Additional?*

Question 4:
How to address unique school types?

Examples

- Alternative Schools
- Hospital Schools
- VocEd/Career Centers
- Special Education Schools
- Schools with grade 3 and below

How do these schools fit into the system?

Alternate Strategies to Address Special School Types

- Feeder Patterns
- “Local Options” Data
- Clustered Students with Disabilities
- Others?

Question 4:
How to best measure Post-Secondary Readiness?

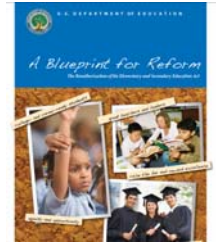
**ACT
SAT
WorkKeys
Accuplacer
Compass**

If multiple, how to set comparable cut scores?

If one, which one?

Impact of ESEA Reauthorization

<http://www2.ed.gov/policy/elsec/leg/blueprint/index.html>



Q & A